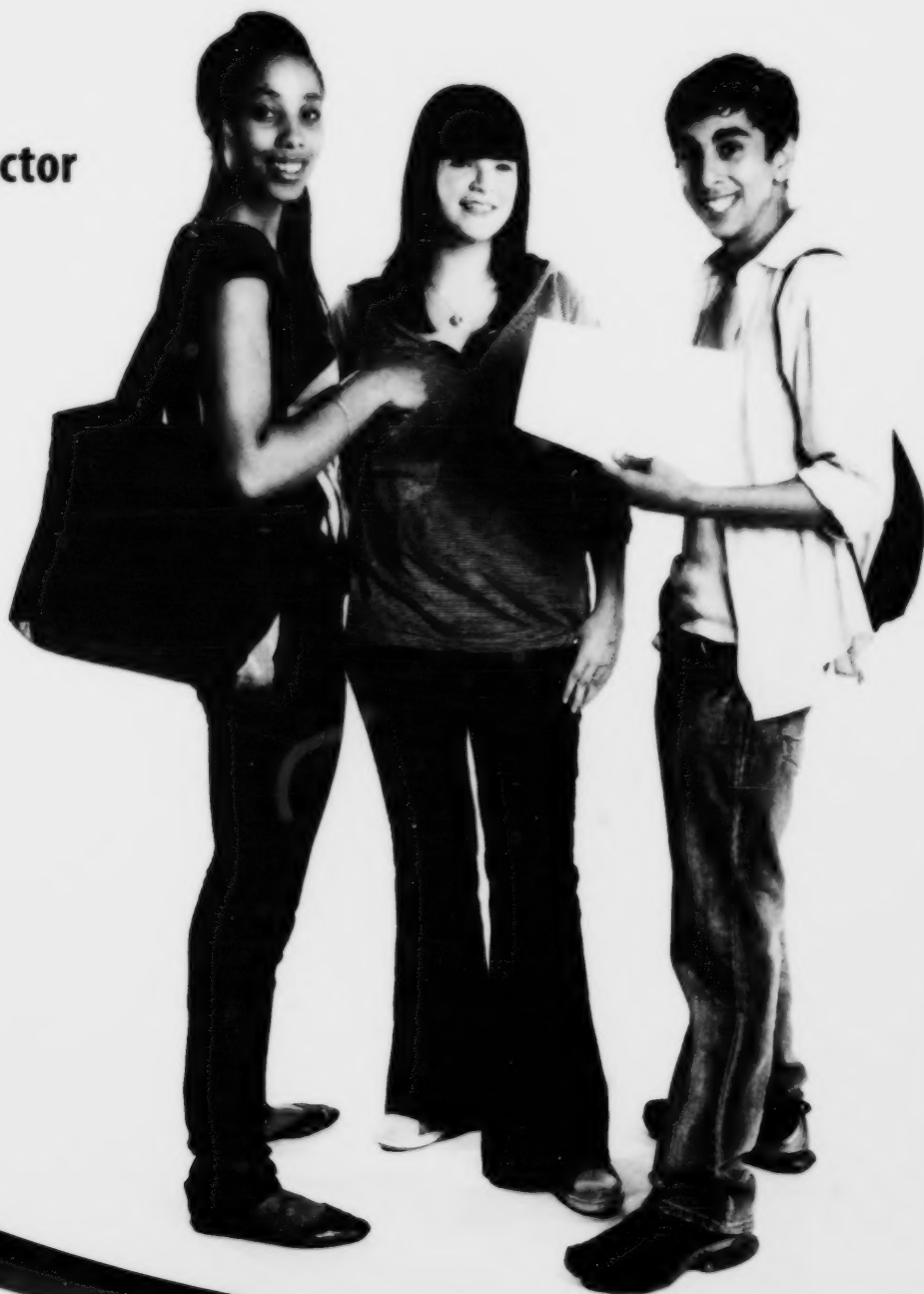


# 2007 Grade 12 Exit Survey

*What's on Your Mind?*

**Anglophone Sector**



The **2007 Grade 12 Exit Survey – What's on Your Mind?** can be found on the Department of Education website at: [www.gnb.ca/0000/pub-e.asp](http://www.gnb.ca/0000/pub-e.asp)

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2007 – Qu'est-ce que t'en penses?** est disponible au [www.gnb.ca/000/pub-f.asp](http://www.gnb.ca/000/pub-f.asp)

This report was prepared by the Policy and Planning Division.

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## **Executive Summary**

The Department of Education administered a survey among high school students concerning their experience at school, as well as their plans for the future. The survey was composed of nine different sections:

- Demographic Information
- Academic Background
- School Environment
- E-Learning and New Technologies
- Enrichment Opportunities
- Language Skills
- Physical Activity and Healthy Living
- Learning Environment
- My Future

The survey was sent to a sample of graduates (35%) from both linguistic sectors in May 2007. In order to gather reliable data, each school received a list of names and students were required to answer a series of questions. The list of Grade 12 students was generated at random using the Central Student Data Repository (CSDR) at the Department of Education.

### *Student Profile*

A little over half of the respondents were female. The majority of respondents (95%) spoke English at home and 3% spoke both French and English at home. Almost 7 out of 10 respondents lived with both parents and 19.5% with their mother. The vast majority (95.1%) of respondents were Canadian citizens born in Canada. Ten percent of respondents declared they were part of a visible minority, 4% a person with a disability and 8% followed a special education plan.

### *School Marks*

It should be noted that school marks were provided by the respondents and may not represent the results actually achieved. Keeping this in mind and the fact that the number of students surveyed is but a sample of overall enrolment in these courses, Physics, Chemistry and Law were those in which the failure rate (less than 60%) was the highest. On the flip-side, Computer Science, History and Law were the three subjects in which marks were the highest.

Two out of three respondents never had to take a course more than once to receive a passing mark in high school. One respondent out of five had to retake at least one course, 6.9%, two courses and almost 5% had to retake three courses or more.

### *School Environment*

Overall, respondents were satisfied with the school environment and enjoyed their experience at school. Four respondents out of five said students were generally well behaved in class and almost 70% did not believe that learning was interrupted by discipline problems. Nearly three-quarters of the respondents believed that discipline was managed effectively at school. Although almost 85% believed their school was a safe environment and a place where they felt respected, 36% said they had, at one point, felt like an outsider at school.

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where over 30% of respondents reported being bullied. More than half of the respondents said it happened frequently and the majority were bullied by the same individuals. Despite being victims of bullying, only one in three reported it to their teachers and more than half reported it to their parents.

## *E-Learning and New Technologies*

Overall, respondents were satisfied with the access to computers at school, their ability to use computers effectively and the usefulness of the computer skills they acquired. However, almost 30% were dissatisfied with the opportunities their school gave them to improve their computer skills, and 27% were dissatisfied with opportunities to participate in online courses. Approximately 29% of respondents indicated they were enrolled in an online course during high school of which 64% indicated they were satisfied with the online course.

For the most part, respondents were comfortable using computer technology as a learning tool. About 90% said they often used computer technology at home and 81% at school, as a research tool for school projects. However, only 65% said their teachers used computer technology as a learning tool.

## *Enrichment Opportunities*

Between 50% and 60% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and outside of school. Two-thirds of respondents said they regularly or sometimes read the newspaper or online news, or watch TV news. However, a similar ratio said they never or rarely used their public or school library resources.

In all, 36% of respondents participated in a work experience program during high school and 9% in a youth apprenticeship program.

Part-time employment is the activity to which respondents devoted the most time, followed by sports organized by the school or outside the school. Almost half spent 10 hours or more a week at a part-time job. More than half of the respondents did not participate in activities organized by their school (e.g. drama, clubs and student council). Although only 15% of respondents said they devoted at least one hour per week to a social action group, nearly half did at least one hour of volunteer work in the community per week, including 3.6% who volunteered more than 10 hours per week.

Respondents had limited knowledge of school and district governance. The large majority of respondents knew nothing or very little about the District Education Council and Parent School Support Committee. Regarding different levels of government, 46% of respondents knew a fair amount or a lot about the Government of Canada, 41% about the Government of New Brunswick and 28% about municipal government. Although the majority of respondents had only limited knowledge of government, more than 85% planned to vote in the next federal and provincial elections and 72% at the municipal election.

Fifteen percent of respondents did not know whether their parents or guardians were involved in school or district governance. Only 2.7% of respondents confirmed that their parents were involved in the District Education Council, 10% in the Parent School Support Committee and 11% in the Home and School Association.

## *Language Skills*

Fifty-two percent were never enrolled in a French Immersion Program. Of the 42% of respondents who were enrolled in French Immersion, 45% were enrolled in early immersion and 55% in late immersion. Fifty-seven percent remained in an immersion program while 32% said they switched to the English program in high school and 11% switched before.

When they were taught French as a second language, 63% could easily understand their teacher and 49% could easily understand new ideas in French. Forty-five percent were comfortable using French outside school, however only 19% indicated using French in their daily activities.

Only 11% of respondents indicated being enrolled in a third language course at school and 65% were dissatisfied with the opportunities their school provided to participate in such courses. Only 16% of respondents were comfortable using a third language and the main reason for learning a third language was personal interest.

### *Physical Activity and Healthy Living*

The majority of respondents seemed satisfied with the opportunities they were given to participate in activities other than Physical Education and to develop positive attitudes toward healthy living and physical activities. In addition, nearly 80% of the respondents affirmed that their school promoted healthy eating and that teachers showed a positive attitude towards healthy living and health related issues.

### *Learning Environment*

The vast majority of respondents were satisfied with the learning environment and their teachers. Almost 90% agreed that their teachers knew their subject and cared about their learning success. According to over three-quarters of the respondents, resources were available to help them understand a lesson. Nearly nine out of ten said the lessons involved discussion, projects, and activities. More than 70% believed their school had strong school spirit and a positive learning environment, and 81% said their school offered activities and initiatives for the betterment of students.

### *My Future*

Over 9 respondents out of 10 planned to pursue some form of post-secondary education after they finished high school including 34% who planned to study at a public university in New Brunswick, 17% at a New Brunswick Community College, 13% in a university outside New Brunswick and 4% at a college outside the province. Less than 13% of the respondents did not intend to pursue studies immediately. Only 1.2% of respondents intended to begin work with no plans to undertake further studies, and 3% intended to take time off from work and studies altogether.

Most respondents, as well as their parents, expected to obtain a university degree followed closely by a certificate or diploma in two years or less. Only 8% of respondents planned to stop at high school.

According to respondents, not having enough money was the main barrier to pursuing a post-secondary education.

The majority of respondents appeared satisfied with the knowledge acquired at school. About eight respondents out of ten said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. More than three-quarters of respondents believed that school prepared them for post-secondary studies and 69% for work.

Fifty percent of respondents planned to stay in the province and 31% planned to leave the province but come back in a few years. Only 19% of respondents planned to leave the province with no plan to come back.



## **Methodology**

In May 2007, the Department of Education sent all high schools in the province the *2007 Grade 12 Exit Survey - What's on Your Mind?*. The survey provides graduates the opportunity to share their opinion on various issues such as enrichment opportunities at school, access to new technologies, and the school environment. The survey also provides the Department with data on students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

### **Sample Design and Selection**

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the same questions were used in the 2007 survey. The questionnaire informs the various targets set by the Department.

A list containing the names of randomly selected Grade 12 students, representing 35% of the school's graduating population, was submitted to each high school in the province. Each school received a list of 10 additional names to replace students who could not participate in the survey owing to extended absence or other valid reasons. This list of additional names could be increased at the request of a school principal. The rate of return varied from one school to another, but a total of 1,755 students were surveyed, which represents 28.7% of the entire Grade 12 student population in the anglophone sector as of March 2007.

*Note: The same sampling rules also applied to the francophone sector.*

### **Data Analysis**

The survey is made up of different questions organized into nine themes (Appendix). Students were instructed to answer the questions, unless otherwise indicated, as an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly are not included in the total sum ( $n=$ ). Consequently, a specific number 'n' is associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers are not included in the analysis.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

The SPSS program was used to analyze the data.

## Detailed Results

### Section A – Demographic Information

#### Student Profile

Table 1 shows the demographic profile of students who participated in the Exit Survey.

- A little over half of the respondents were female.
- English was the language most spoken at home. Ninety-four percent of respondents spoke English at home and 3% spoke both French and English at home.
- The vast majority of respondents were 17 or 18 years old.
- Six and a half percent of respondents self-identified as Aboriginal, including 4.4% living in a First Nation community, and 2.1% not living in a First Nation community.
- Ten percent of respondents said they belonged to a visible minority.
- On the whole, the vast majority (95%) of the respondents were Canadian citizens born in Canada.
- More than two respondents out of three lived with both parents, while 19.5% lived with their mother. Less than 4% of the respondents lived with their father and a similar percentage shared time between their mother and father.
- Almost 4% of respondents said they are a person with a disability, and 8% said they follow a special education plan.

**Table 1 – Student Profile**

|  |       |
|--|-------|
| <b>Gender (n=1755)</b>   |       |
| Male   | 46.0% |
| Female   | 54.0% |
| <b>Language spoken at home (n=1743)</b>                              |       |
| English  | 94.3% |
| French   | 0.7%  |
| Equally, both French and English                                     | 3.0%  |
| Other Language(s)  | 2.0%  |
| <b>Age (n=1753)</b>  |       |
| 16 or under  | 0.4%  |
| 17   | 48.7% |
| 18   | 43.4% |
| 19   | 6.7%  |
| 20   | 0.7%  |
| 21 or over   | 0.2%  |
| <b>Member of a visible minority or an Aboriginal person (n=1734)</b> |       |
| An Aboriginal person living in a First Nation community              | 4.4%  |
| An Aboriginal person not living in a First Nation community          | 2.1%  |
| A visible minority ( <i>other than Aboriginal</i> )                  | 10.0% |
| <b>Citizenship (n=1747)</b>  |       |
| A landed immigrant in Canada   | 2.2%  |
| A non-permanent resident of Canada                                   | 1.0%  |
| A Canadian citizen born in Canada                                    | 95.1% |
| Other  | 1.7%  |
| <b>Living with (n=1748)</b>  |       |
| Both parents   | 67.0% |
| Mother only  | 19.5% |
| Father only  | 3.7%  |
| Time shared between mother and father                                | 3.1%  |
| Guardian(s)  | 2.9%  |
| Other  | 3.9%  |
| <b>A person with a disability (n=1735)</b>                           |       |
| Yes  | 3.8%  |
| <b>Following a special education plan (n=1744)</b>                   |       |
| Yes  | 8.0%  |



## Section B – Academic Background

### Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. More than half of the respondents reported receiving marks in the 70% to 89% range in most subjects.

Computer Science (76%), History (63%) and Law (59%) are the three subjects in which marks were the highest<sup>1</sup>. On the other hand, Physics (8.4%), Chemistry (8.1%), and Law (7.6%) are the three subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

**Table 2 – Most Recent Marks**

*What were your most recent marks in the following subject areas?*

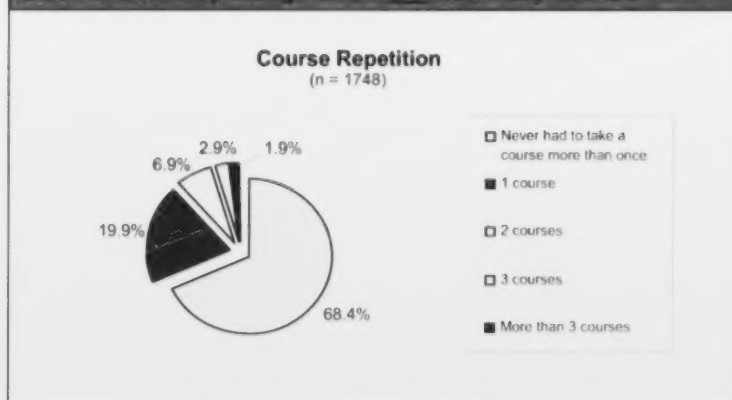
|                               | 90% or more | 80%-89% | 70%-79% | 60%-69% | Less than 60% | n    |
|-------------------------------|-------------|---------|---------|---------|---------------|------|
| <b>Mathematics</b>            | 15.9%       | 26.0%   | 26.5%   | 25.2%   | 6.3%          | 1628 |
| <b>English</b>                | 16.3%       | 33.5%   | 29.8%   | 17.6%   | 2.8%          | 1696 |
| <b>French second language</b> | 22.9%       | 34.5%   | 23.5%   | 14.3%   | 4.8%          | 1164 |
| <b>Biology</b>                | 19.6%       | 32.6%   | 24.0%   | 16.6%   | 7.1%          | 1298 |
| <b>Physics</b>                | 19.7%       | 31.6%   | 22.5%   | 17.8%   | 8.4%          | 844  |
| <b>Chemistry</b>              | 20.1%       | 31.5%   | 22.4%   | 18.0%   | 8.1%          | 1029 |
| <b>Computer Science (any)</b> | 42.9%       | 33.3%   | 13.6%   | 7.7%    | 2.6%          | 730  |
| <b>Law</b>                    | 25.5%       | 33.4%   | 20.3%   | 13.1%   | 7.6%          | 709  |
| <b>History</b>                | 28.5%       | 34.7%   | 21.7%   | 14.1%   | 1.1%          | 1544 |
| <b>Environmental Science</b>  | 22.4%       | 32.1%   | 25.0%   | 16.1%   | 4.3%          | 691  |

### Course Repetition

Two-thirds of all respondents never had to take a course more than once to receive a passing mark during high school. Twenty percent had to retake one course, and 6.9%, two courses. Almost 5% of respondents had to retake three or more courses to receive a passing mark.

**Figure 1 – Course Repetition**

*Did you have to take any high school courses more than once in order to receive a passing mark? If yes, how many courses?*



<sup>1</sup> Includes marks of 80% or higher.

## Detailed Results

### Section A – Demographic Information

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- A little over half of the respondents were female.
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- Six and a half percent of respondents self-identified as Aboriginal, including 4.4% living in a First Nation community, and 2.1% not living in a First Nation community.
- Ten percent of respondents said they belonged to a visible minority.
- On the whole, the vast majority (95%) of the respondents were Canadian citizens born in Canada.
- More than two respondents out of three lived with both parents, while 19.5% lived with their mother. Less than 4% of the respondents lived with their father and a similar percentage shared time between their mother and father.
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## Section B – Academic Background

### Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. More than half of the respondents reported receiving marks in the 70% to 89% range in most subjects.

Computer Science (76%), History (63%) and Law (59%) are the three subjects in which marks were the highest<sup>1</sup>. On the other hand, Physics (8.4%), Chemistry (8.1%), and Law (7.6%) are the three subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

**Table 2 – Most Recent Marks**

*What were your most recent marks in the following subject areas?*

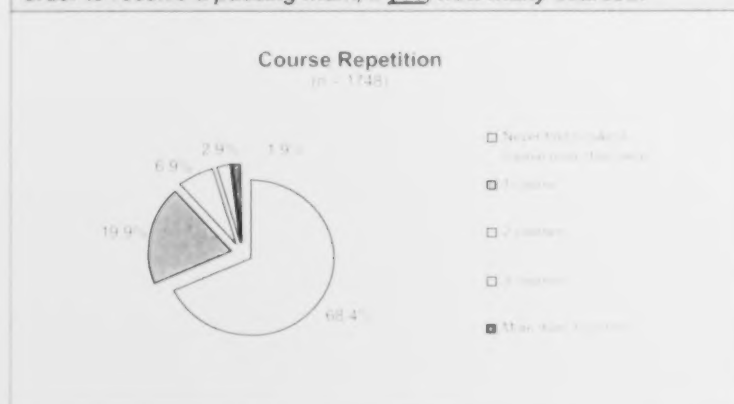
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| History                | 28.5%       | 34.7%   | 21.7%   | 14.1%   | 1.1%          | 1544 |
| Environmental Science  | 22.4%       | 32.1%   | 25.0%   | 16.1%   | 4.3%          | 691  |

### Course Repetition

Two-thirds of all respondents never had to take a course more than once to receive a passing mark during high school. Twenty percent had to retake one course, and 6.9%, two courses. Almost 5% of respondents had to retake three or more courses to receive a passing mark.

**Figure 1 – Course Repetition**

*Did you have to take any high school courses more than once in order to receive a passing mark; if yes, how many courses?*



<sup>1</sup>Includes marks of 80% or higher.

## Section C – School Environment

### Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Nearly three-quarters of respondents believed that discipline was managed effectively at school. Four respondents out of five said students were well behaved in class but only 60% said students were well behaved outside of the classroom. In all, almost 70% of respondents did not believe that learning was interrupted by discipline problems.

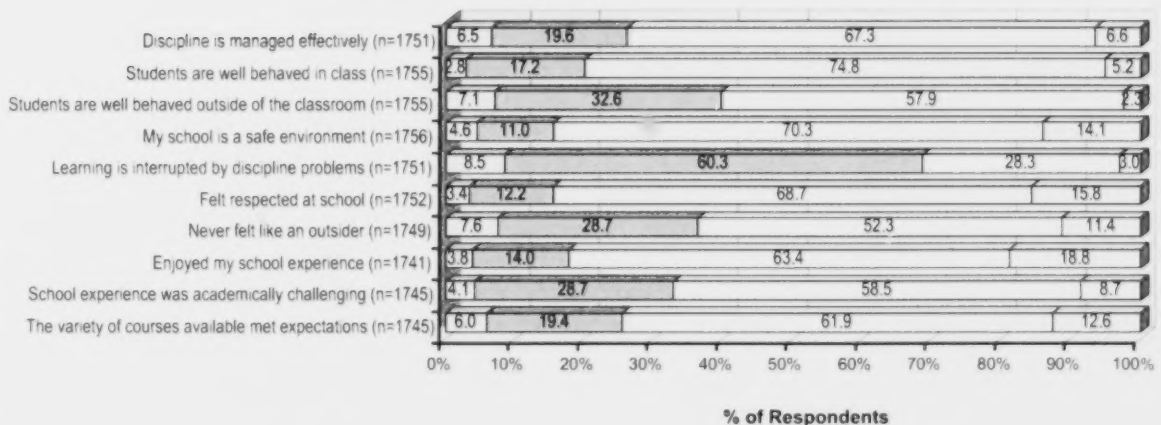
Almost 85% agreed or strongly agreed that their school was a safe environment and a place where they felt respected. However, 36% disagreed, including 8% who strongly disagreed with the statement that their school was a place where they never felt like an outsider.

Four respondents out of five enjoyed their school experience, and two-thirds considered their school experience academically challenging. Finally, nearly three-quarters said the variety of courses available met their expectations.

**Figure 2 – Satisfaction with the School Environment**  
How do you feel about each of the following statements?

#### School Environment

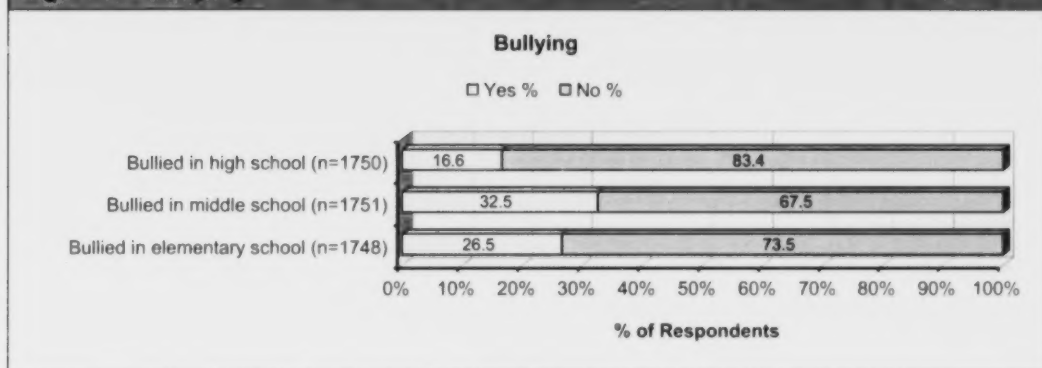
□ Strongly disagree % □ Disagree % □ Agree % □ Strongly agree %



## Bullying

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where over 30% of respondents reported being bullied. Twenty-six percent of respondents were bullied in elementary school and over 16% in high school.

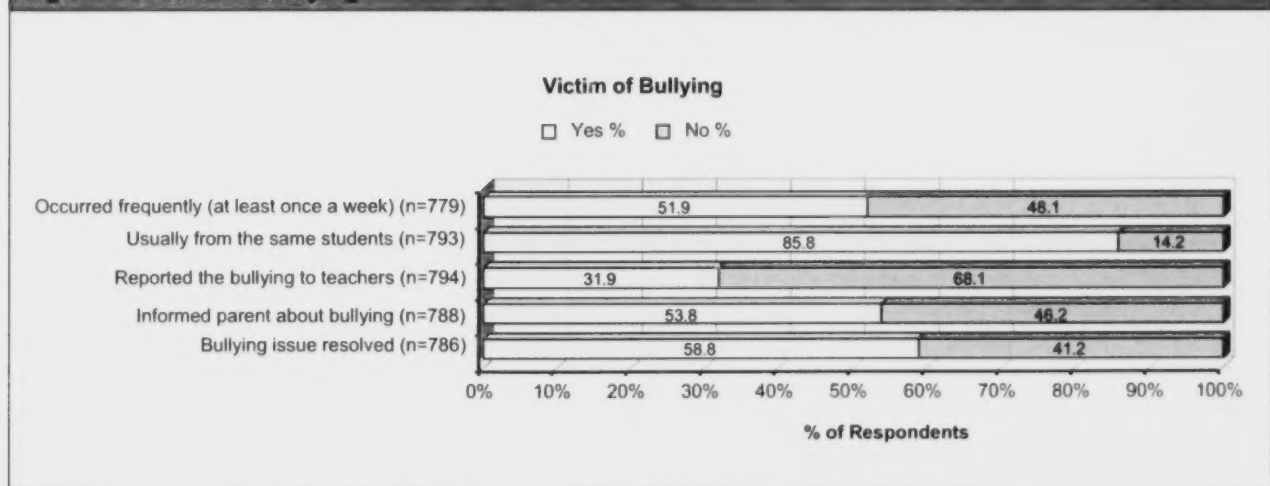
**Figure 3 – Bullying**



## Victim of Bullying

Of the respondents who reported being bullied at school, over half were bullied frequently (52%) and the majority were bullied by the same people (86%). Only 32% of respondents reported it to their teachers, but more than half reported being a victim of bullying to their parents. In the end, about 60% of the victims said the issue had been resolved.

**Figure 4 – Victim of Bullying**



## Section C – School Environment

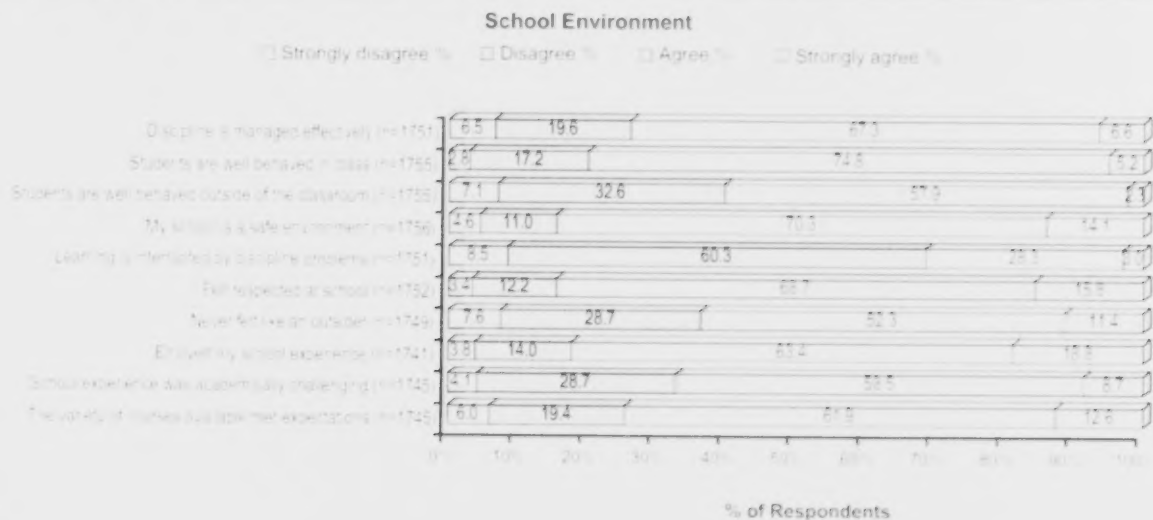
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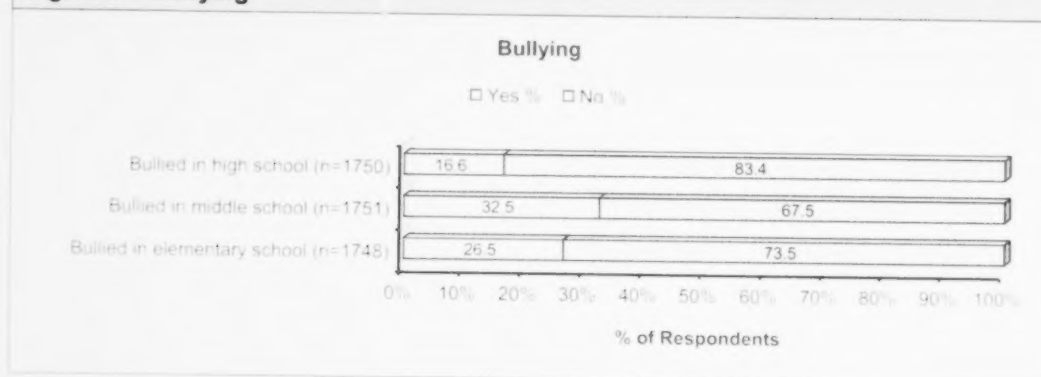




## Bullying

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where over 30% of respondents reported being bullied. Twenty-six percent of respondents were bullied in elementary school and over 16% in high school.

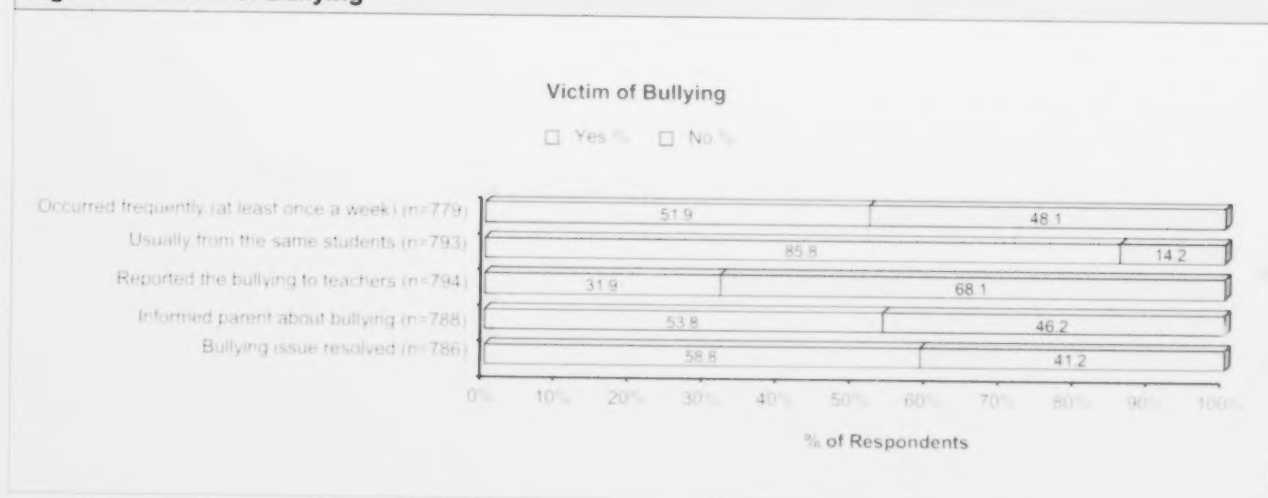
**Figure 3 – Bullying**



## Victim of Bullying

Of the respondents who reported being bullied at school, over half were bullied frequently (52%) and the majority were bullied by the same people (86%). Only 32% of respondents reported it to their teachers, but more than half reported being a victim of bullying to their parents. In the end, about 60% of the victims said the issue had been resolved.

**Figure 4 – Victim of Bullying**

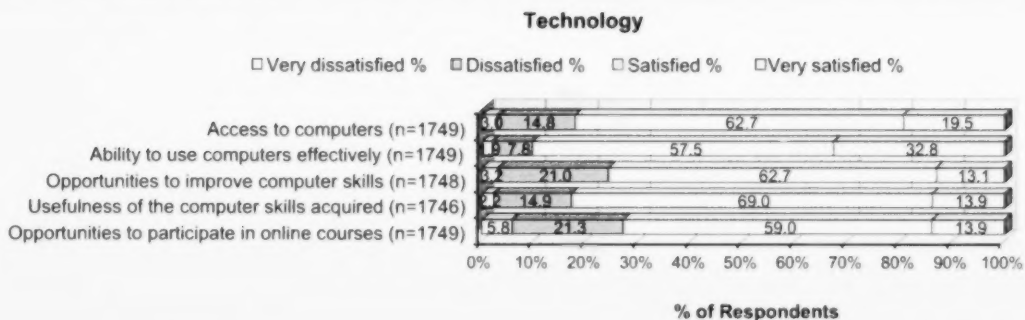


## Section D – E-Learning and New Technologies

### Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 82% of respondents were satisfied or very satisfied with their access to computers at school. A similar percentage of respondents were also satisfied with the computer skills acquired at school. While nine respondents out of ten were satisfied with their ability to use computers effectively, almost 25% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 27% were dissatisfied or very dissatisfied with opportunities to participate in online courses.

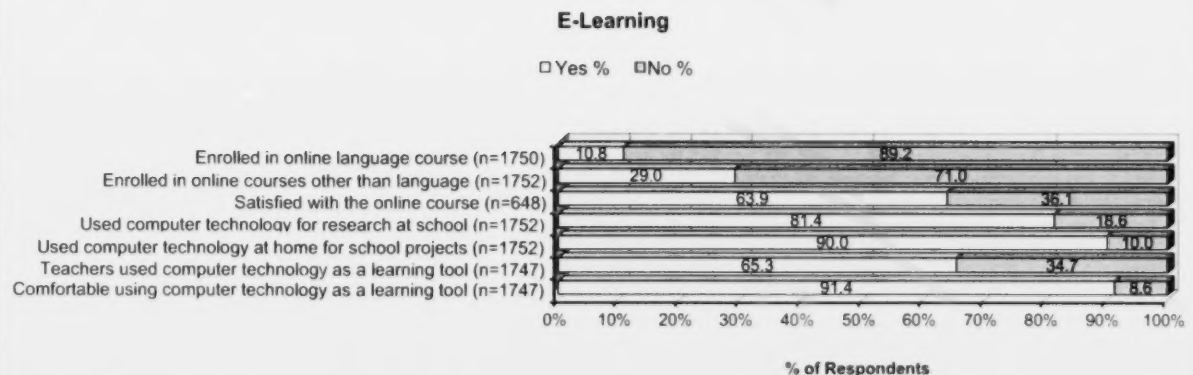
**Figure 5 – Satisfaction with Technology Used at School**  
Indicate your level of satisfaction for each of the following statements



### E-Learning

Twenty-nine percent of respondents indicated they were enrolled in an online course during high school and an additional 11% in an online language course. Sixty-four percent indicated they were satisfied with the online course they were enrolled in.

**Figure 6 – E-Learning**



More than nine respondents out of ten said they were comfortable using computer technology as a learning tool. About 90% said they often used computer technology at home and 81% at school, as a research tool for school projects. However, only 65% said their teachers used computer technology as a learning tool.

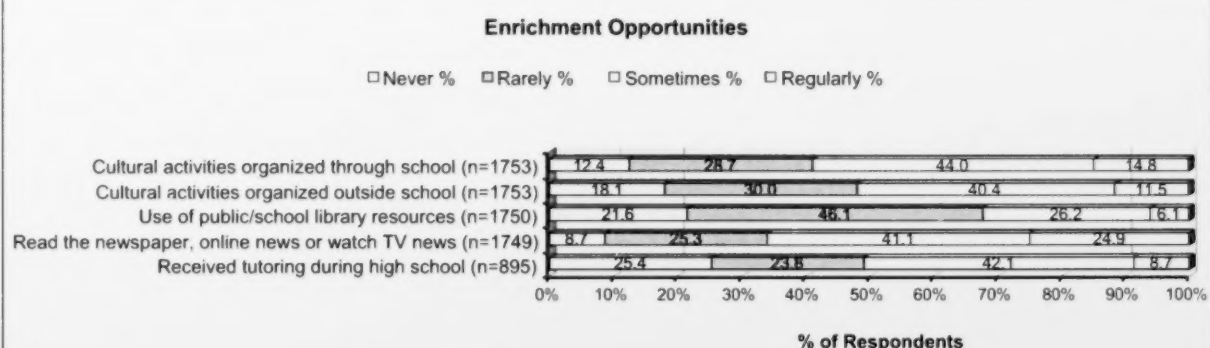
## Section E – Enrichment Opportunities

### Enrichment Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in enrichment activities, between 50 and 60% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and in activities organized outside of school.

Almost 70% of respondents said they never or rarely used public or school library resources. However, 25% read the newspaper or online news, or watched TV news on a regular basis, and 41% did so occasionally. Nearly 51% of respondents sometimes or regularly received tutoring during high school.

**Figure 7 – Enrichment Opportunities at School and Outside School**

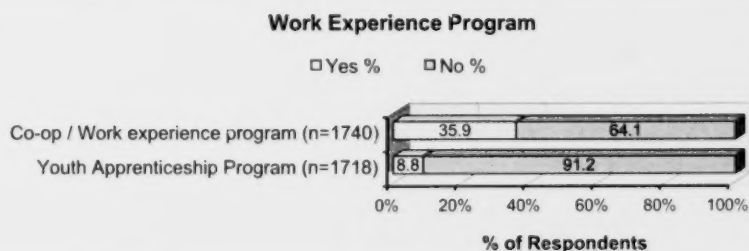


### Participation in a Work Experience Program

In all, 36% of respondents participated in a work experience program during high school and 9% in a youth apprenticeship program.

**Figure 8 – Participation in a Work Experience Program**

*Did you participate in any of the following during your high school years?*



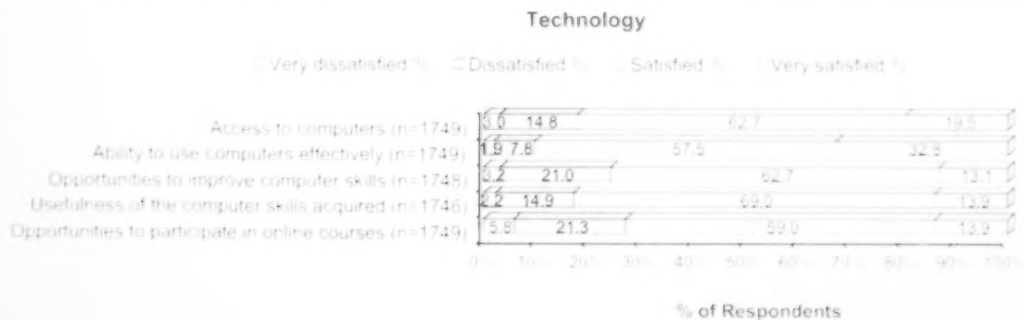
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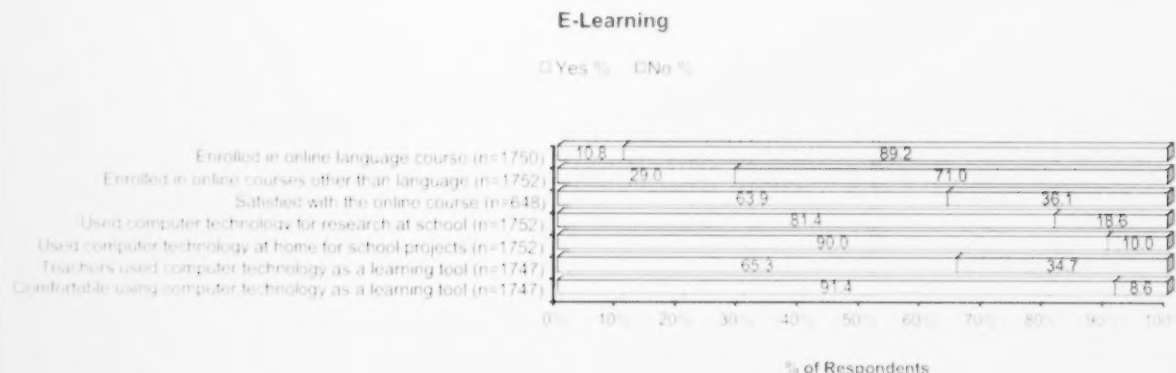
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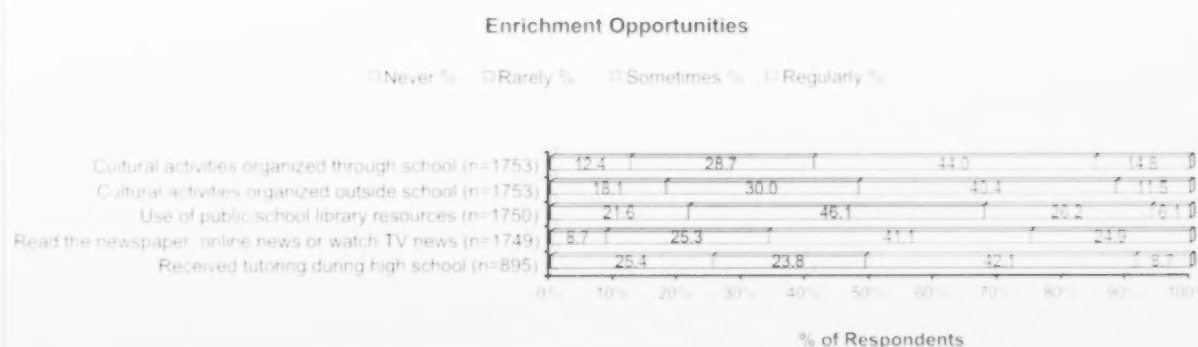
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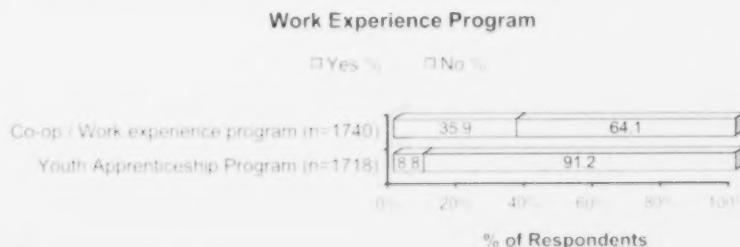
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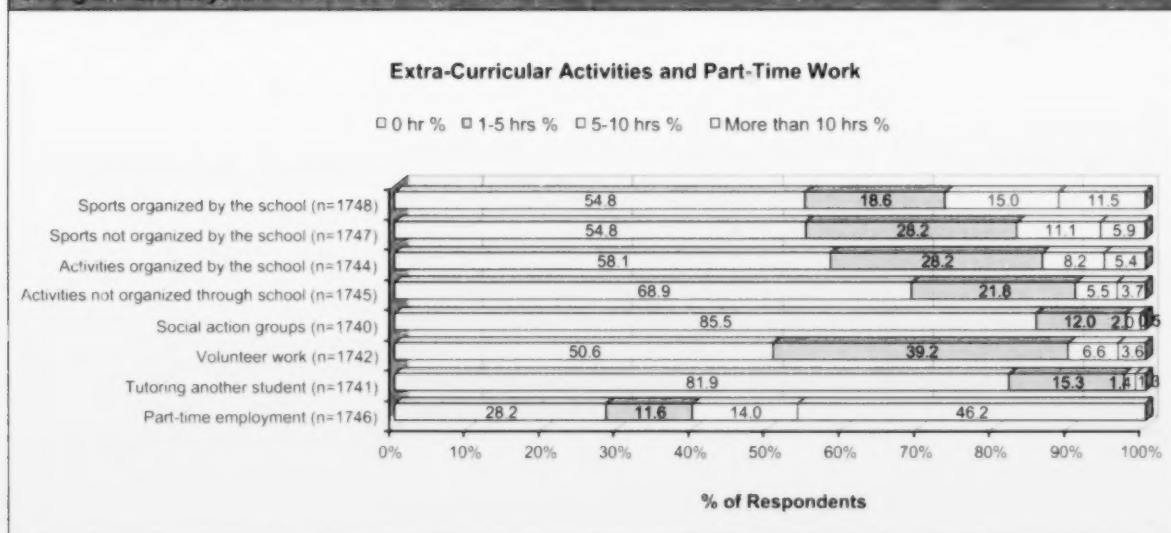
## Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Respondents reported that part-time employment, sports organized by the school and sports organized outside of school were the three activities to which they devoted the most time (more than 10 hours a week). However, the most common activity was part-time employment, on which 46% of respondents spent more than 10 hours a week.

Only 19% of respondents devoted between one and five hours per week to sports organized by the school, and 28% devoted the same number of hours to sports organized outside of school. More than half of the respondents did not participate in activities organized by their school (e.g. drama, clubs and student council).

Nearly half of the respondents did at least one hour of volunteer work in the community per week, including 3.6% who volunteered more than 10 hours per week. Eighteen percent of respondents said they tutored another student for at least one hour a week.

**Figure 9 – Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment**  
Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?



## Knowledge of Governance

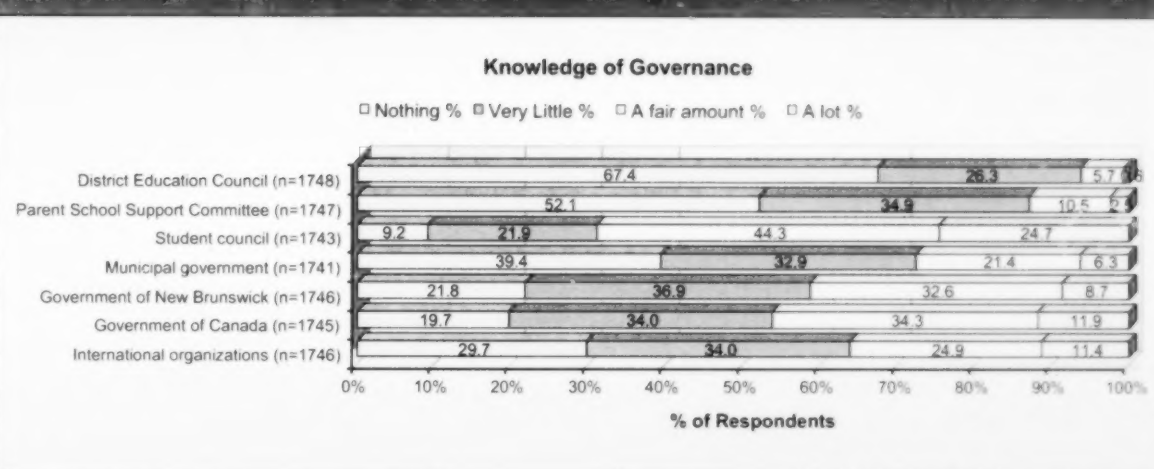
When asked to indicate how much they knew about governance, respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (67%) or very little (26%) about the District Education Council. In comparison, only 13% of respondents said they had a fair amount or a lot of knowledge about the role of the Parent School Support Committee. However, 69% said they had a fair amount or a lot of knowledge about the role of the student council.

Knowledge of government varied by level. Forty-six percent of respondents knew a fair amount or a lot about the Government of Canada, while 41% said the same about the Government of New Brunswick and 28% about municipal government.



Approximately one-third of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).

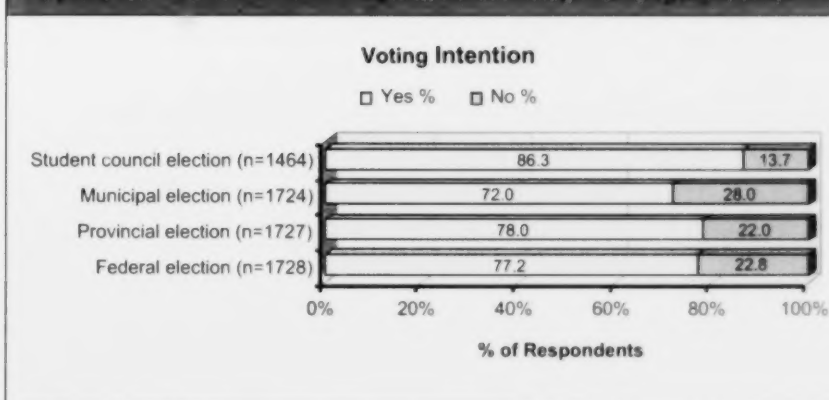
**Figure 10 – Knowledge of Governance**  
How much do you know about the role of each of the following?



## Voting Intention

More than 75% of respondents said they planned to vote in the next federal and provincial elections or when they were legally entitled to vote. Seventy-two percent also planned to vote in a municipal election. The intention to vote in student council elections at university or college was even higher at 86%.

**Figure 11 – Voting Intention**  
Do you plan to vote in the following elections when you are legally entitled to?



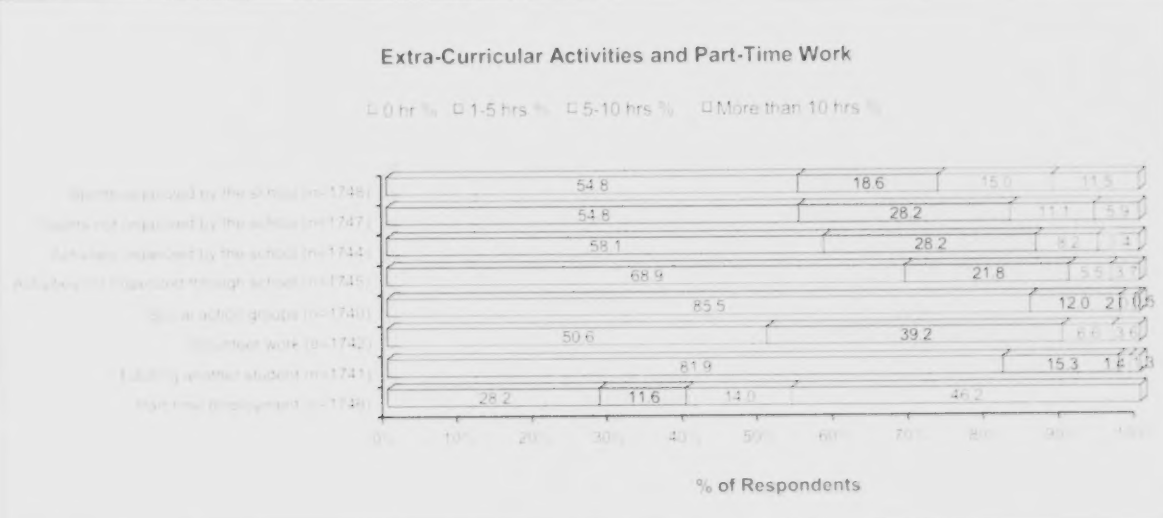
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## Knowledge of Governance

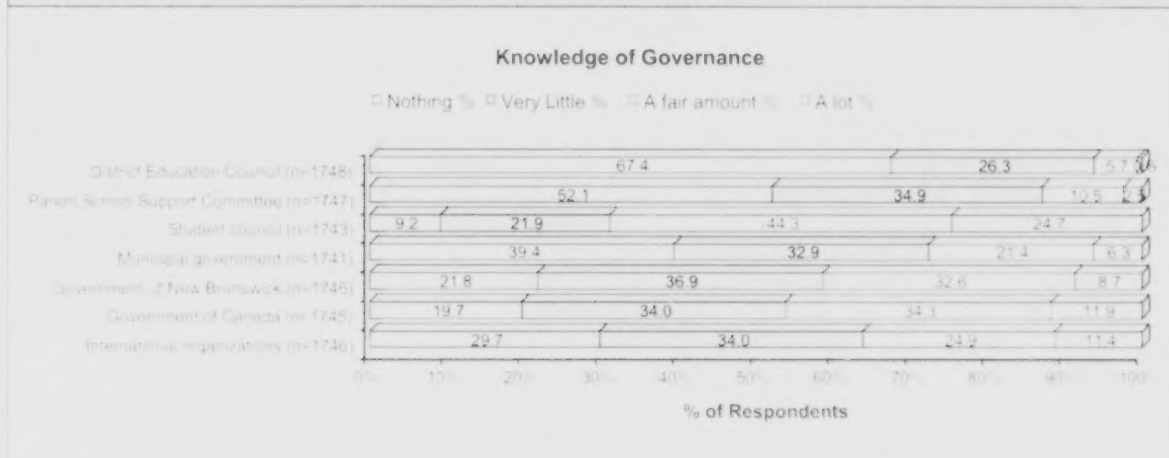
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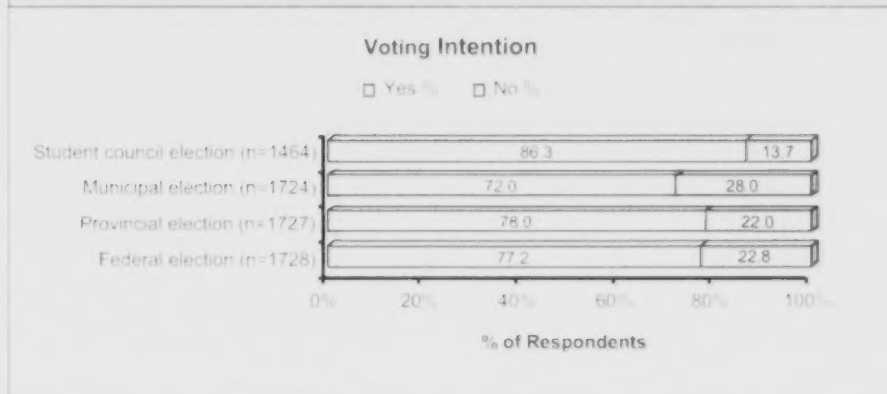


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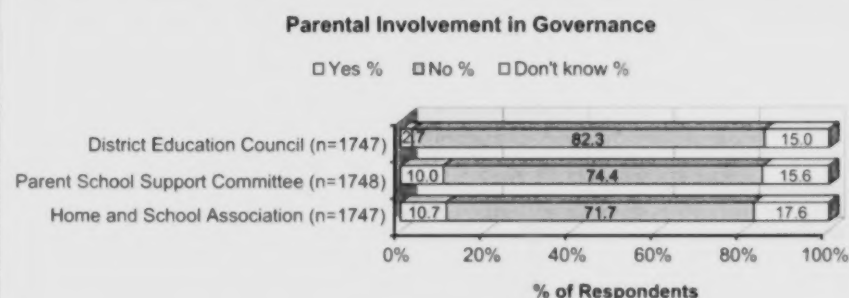
*Do you plan to vote in the following elections when you are legally entitled to?*



## Parental Involvement in School and District Governance

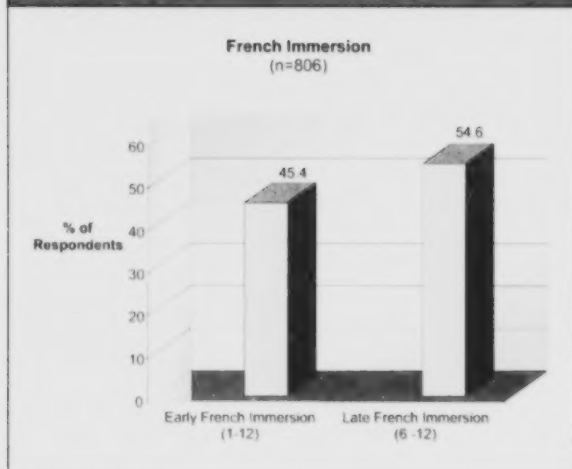
About 15% of respondents did not know whether their parents or guardians were involved in school or district governance. Only 2.7% confirmed that their parents were involved in the District Education Council and 10% in the Parent School Support Committee. Almost 11% of respondents confirmed that their parents were involved in the Home and School Association.

**Figure 12 – Parental Involvement in School and District Governance**  
*Were your parents/guardians involved in the following?*



## Section F – Language Skills

**Figure 13 – French Immersion**  
*If you were enrolled in French Immersion were you enrolled in:*



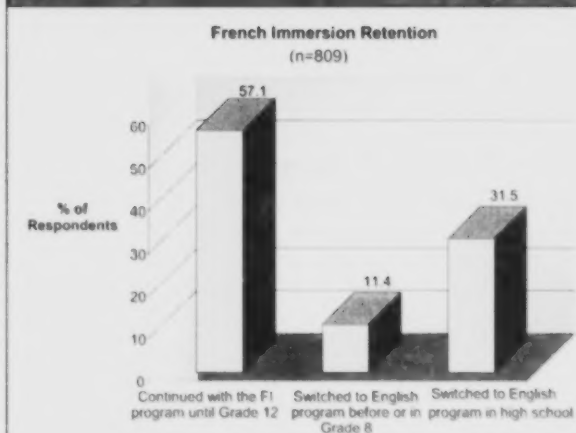
### French Immersion

According to respondents, 52% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 45% were enrolled in early immersion and 55% in late immersion.

### French Immersion Retention

Of those who had been enrolled in French Immersion at one point during the course of their studies, 57% remained in an immersion program, while 32% switched to the English program in high school and 11% switched before or in Grade 8.

**Figure 14 – French Immersion Retention**  
*If you were enrolled in French Immersion did you:*

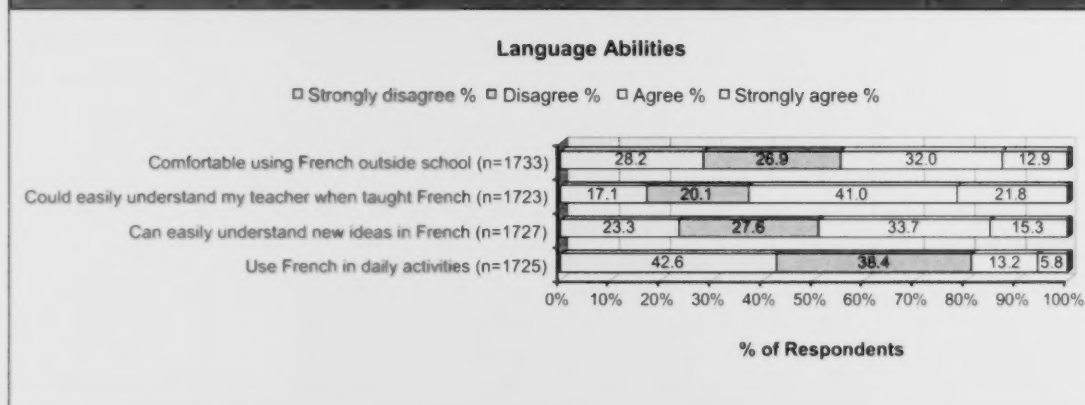


## Language Abilities

When asked about their language skills, 45% of respondents said they were comfortable speaking French outside school. However, only 19% indicated using French in their daily activities. When they were taught French as a second language, 63% could easily understand their teacher, and 49% could easily understand new ideas in French.

**Figure 15 – Language Abilities**

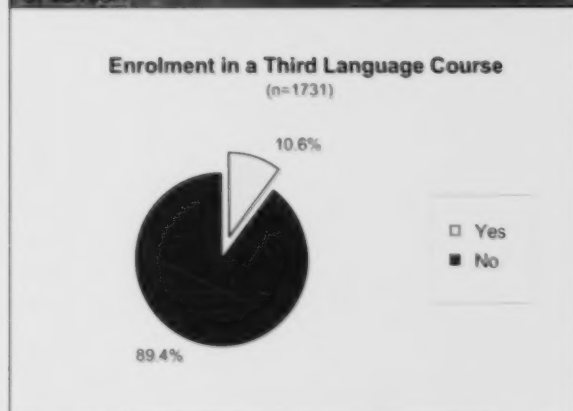
Indicate how much you agree with the following statements concerning language skills.



## Third Language

Only 35% of respondents were satisfied with the opportunities their school provided them to participate in third language courses, and only 16% of the respondents were comfortable using a third language.

**Figure 16 – Enrolment in a Third Language Course**  
Were you ever enrolled in a third language course at school?



**Table 3 – Third Language**

Indicate how much you agree with the following statements concerning language skills.

*I am comfortable using a third language. (n=1720)*

|                   |       |
|-------------------|-------|
| Strongly disagree | 52.3% |
| Disagree          | 31.9% |
| Agree             | 12.6% |
| Strongly agree    | 3.2%  |

*I am satisfied with the opportunities that my school gave me to participate in third language courses. (n=1725)*

|                   |       |
|-------------------|-------|
| Strongly disagree | 35.1% |
| Disagree          | 29.5% |
| Agree             | 31.7% |
| Strongly agree    | 3.7%  |

## Enrolment in a Third Language Course

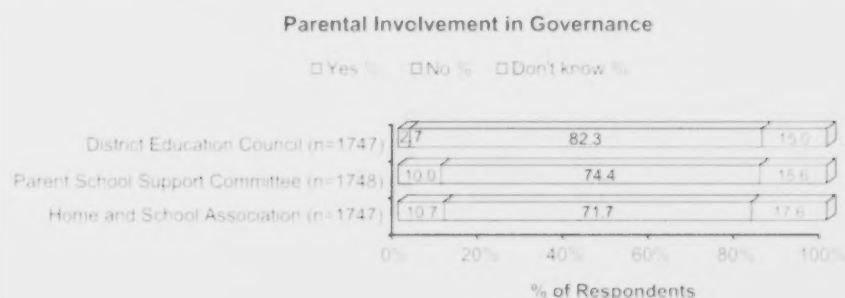
Approximately 11% of respondents indicated they were enrolled in a third language course at school.

## Parental Involvement in School and District Governance

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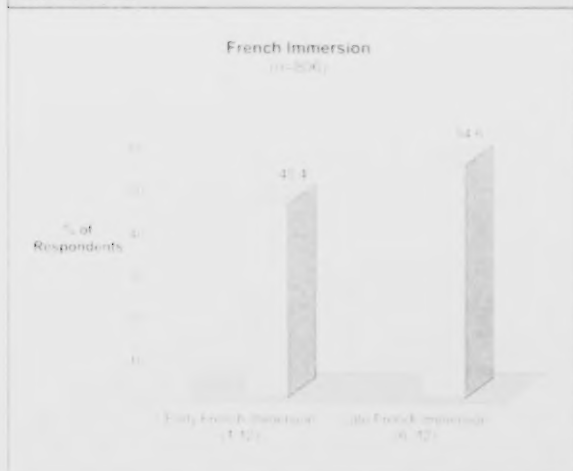
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## Section F – Language Skills

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### French Immersion

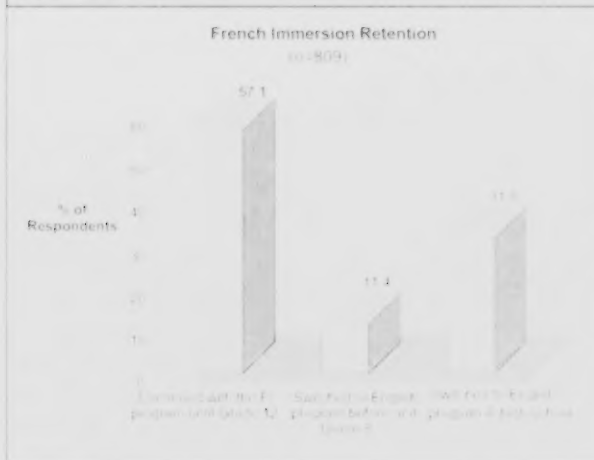
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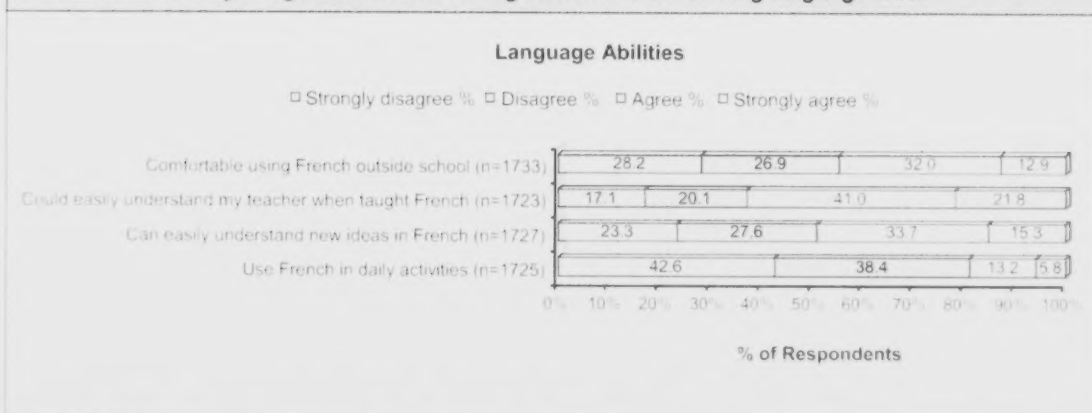


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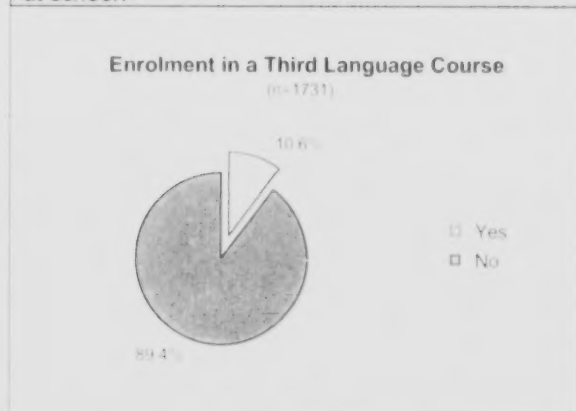


## Third Language

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**Figure 16 – Enrolment in a Third Language Course**

*Were you ever enrolled in a third language course at school?*



**Table 3 – Third Language**

*Indicate how much you agree with the following statements concerning language skills.*

|  |       |
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| <i>I am comfortable using a third language.</i><br>(n=1720)  |       |
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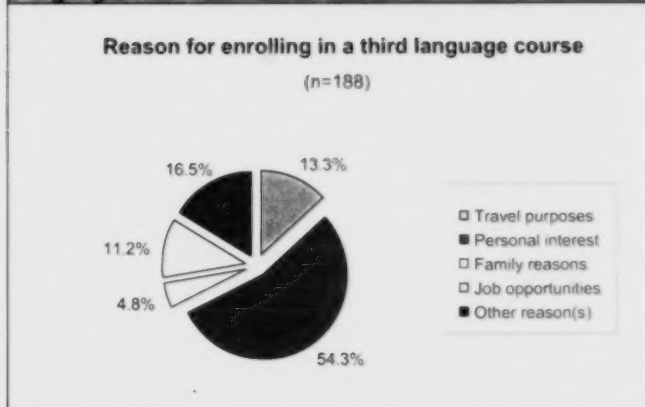
## Enrolment in a Third Language Course

Approximately 11% of respondents indicated they were enrolled in a third language course at school.

## Main Reason for Enrolling in a Third Language Course

The main reason, given by more than 50% of respondents, for learning a third language was personal interest followed by travel purposes (13%), job opportunities (11%), family (4.8%), or for other reasons (16.5%).

**Figure 17 – Main Reason for Enrolling in a Third Language Course**  
What was your main reason for enrolling in a third language course?



## Section G – Physical Activity and Healthy Living

### Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Three-quarters of the respondents said their school enabled them to develop positive attitudes toward healthy living and 8 out of 10 indicated that their school promoted healthy eating.

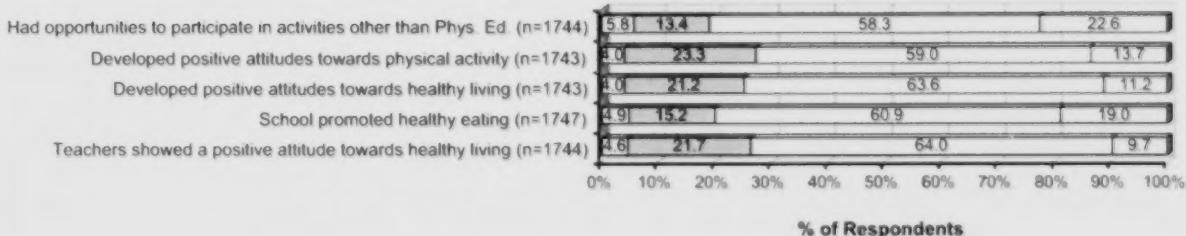
Nearly 74% of the respondents agreed or strongly agreed that their teachers showed a positive attitude towards healthy living and health related issues.

**Figure 18 – Physical Activity and Healthy Living**

Thinking specifically of your high school years, how do you feel about each of the following statements?

### Physical Activity and Healthy Living

□ Strongly disagree % □ Disagree % □ Agree % □ Strongly agree %



## Section H – Learning Environment

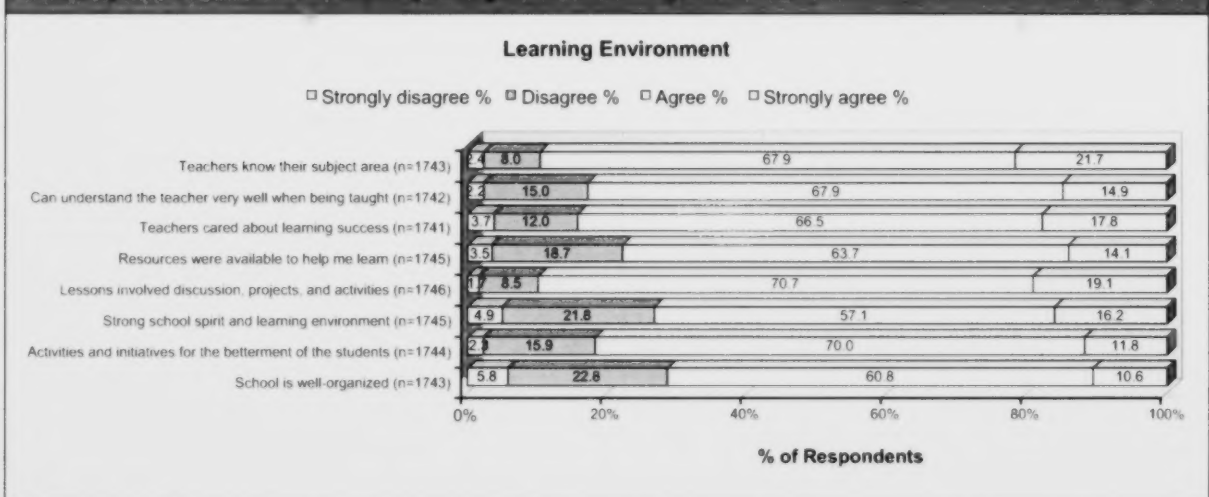
### Satisfaction with the Learning Environment

With respect to their high school experience, the vast majority of respondents were satisfied with the learning environment. Nearly nine respondents out of ten agreed or strongly agreed that their teachers knew their subject area, and more than eight out of ten also said they understood their teacher very well during class.

According to over three-quarters of the respondents, resources were available to help them understand the lessons. Over four respondents out of five said that overall, their teachers cared about their learning success. Nearly nine respondents out of ten said that the lessons involved discussion, projects and activities.

More than 70% of the respondents agreed or strongly agreed with the statement that their school had strong school spirit and a positive learning environment. More than 81% said their school offered activities and initiatives for the betterment of students, and 71% felt their school was well-organized.

**Figure 19 – Satisfaction with the Learning Environment**  
*Indicate your overall satisfaction with your high school learning environment.*



## Section I – My Future

### Most Likely to do after High School

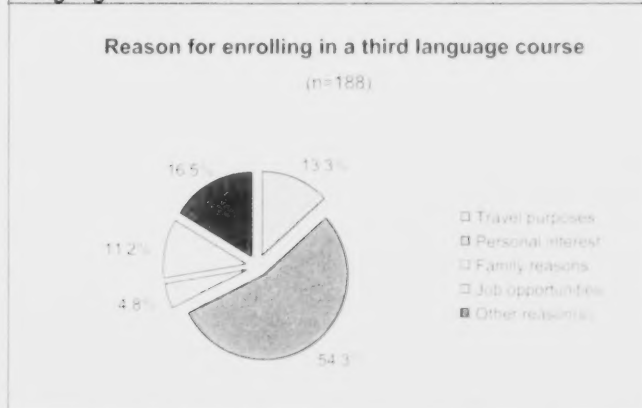
The vast majority of respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 34% said they would attend a public university in New Brunswick, and nearly 17% a New Brunswick Community College. A small proportion of respondents intended to continue their studies at a university (13%) or a college (4%) outside New Brunswick. Less than 13% of the respondents intended to begin working following high school and pursue their studies at a future date. Only 1.2% of respondents intended to begin working immediately with no plans to undertake further studies, and 3% intended to take time off from work and studies altogether.

## Main Reason for Enrolling in a Third Language Course

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## Section G – Physical Activity and Healthy Living

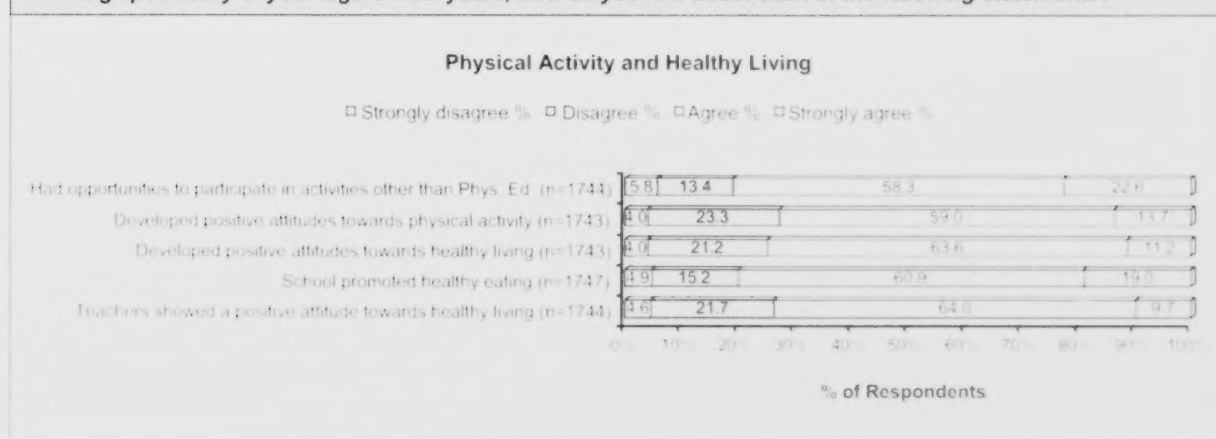
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*Thinking specifically of your high school years, how do you feel about each of the following statements?*



## Section H – Learning Environment

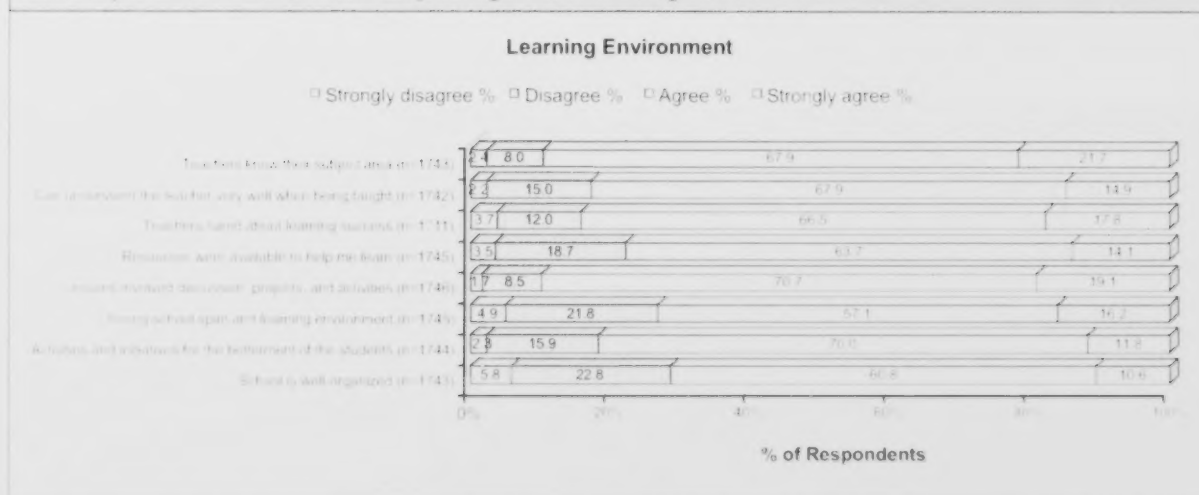
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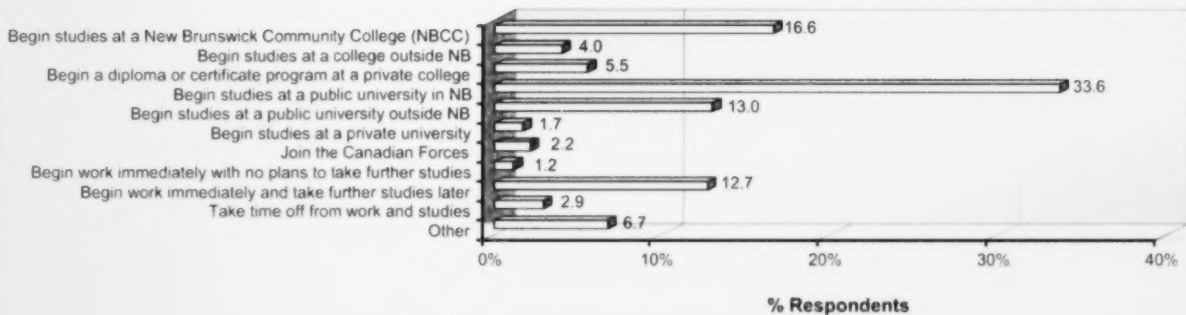
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**Figure 20 – Most Likely to do after High School**

*What do you think you are most likely to do after you finish high school?*

**After High School**  
(n= 1720)



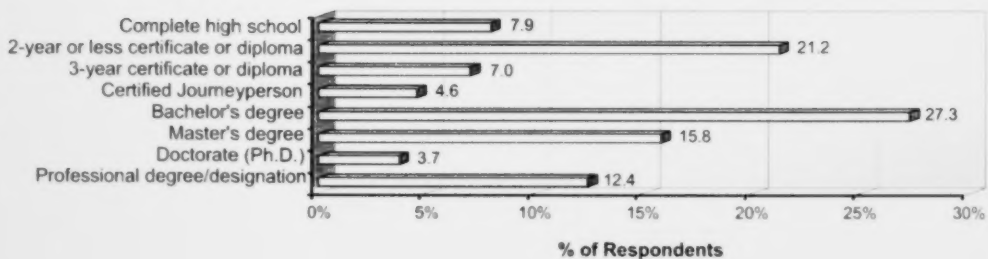
**Expectation Regarding Future Studies**

Most respondents expected to obtain a university degree followed closely by a certificate/diploma in two years or less. Over a quarter of the respondents planned to obtain a bachelor's degree, 16% a master's degree, 3.7% a doctorate, and 12% a professional degree/designation (lawyer, dentist, etc.). Only 8% of respondents planned to stop at high school. In addition, 4.6% of respondents planned to become a certified journeyman.

**Figure 21 – Expectation Regarding Future Studies**

*How far do you expect to go in your future studies?*

**Student Expectation**  
(n=1713)

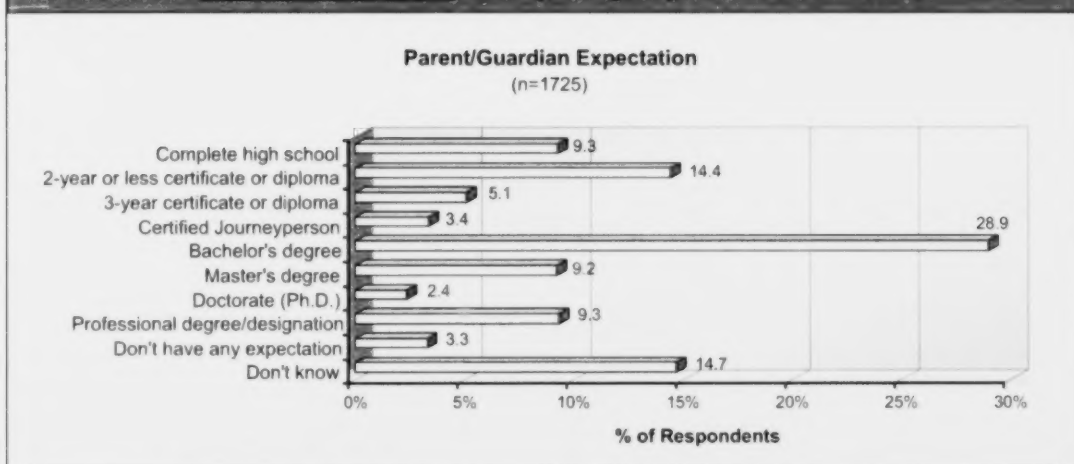




## Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree and obtaining a certificate / diploma in two years or less were the two most common levels of education expected by parents. These were followed by obtaining a master's degree or a professional degree/designation. Fifteen percent of respondents did not know what their parents expected. It should be noted that only 3.3% of respondents said their parents did not have any expectations regarding their future studies.

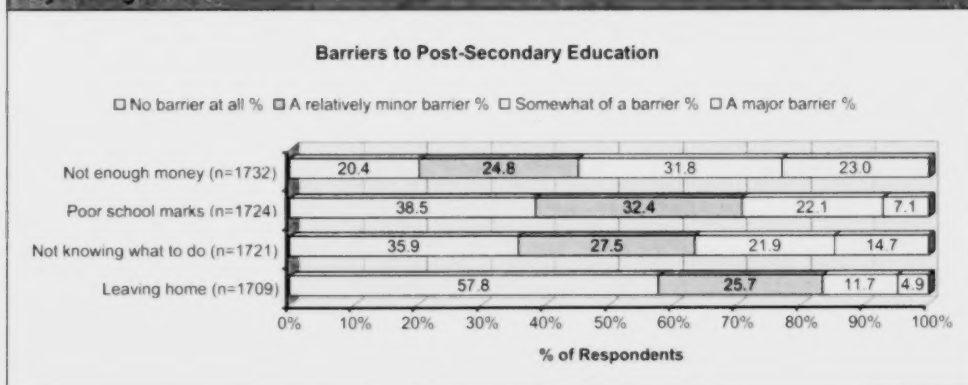
**Figure 22 – Parent/Guardian Expectations Regarding their Child's Future Studies**  
How far do think your parents / guardians expect you to go in your future studies?



## Barriers to Pursuing a Post-Secondary Education

According to 55% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Nearly 23% of respondents believed money was a major barrier, and 32%, somewhat of a barrier. Fifteen percent also said that not knowing what they really want to do was a major barrier, and 22% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 29% of the respondents. On the other hand, 58% of the respondents did not believe that having to leave home was a barrier, and 26% believed that it was only a relatively minor barrier.

**Figure 23 – Barriers to Pursuing a Post-Secondary Education**  
To what extent do you see the following as barriers for you in furthering your education beyond high school?

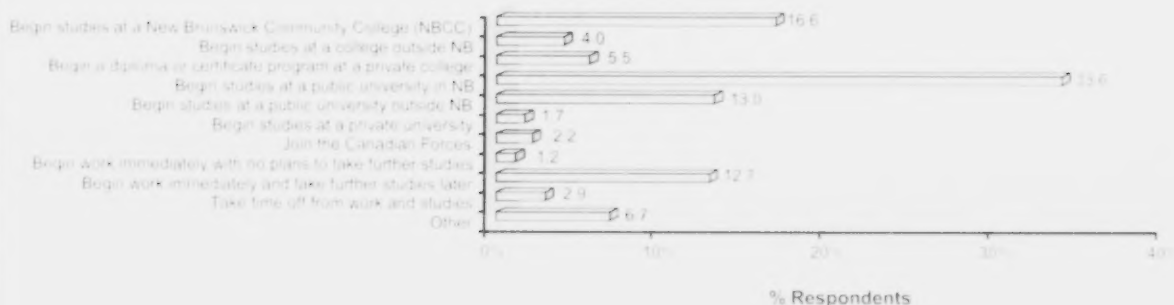


**Figure 20 – Most Likely to do after High School**

*What do you think you are most likely to do after you finish high school?*

**After High School**

(n= 1720)



**Expectation Regarding Future Studies**

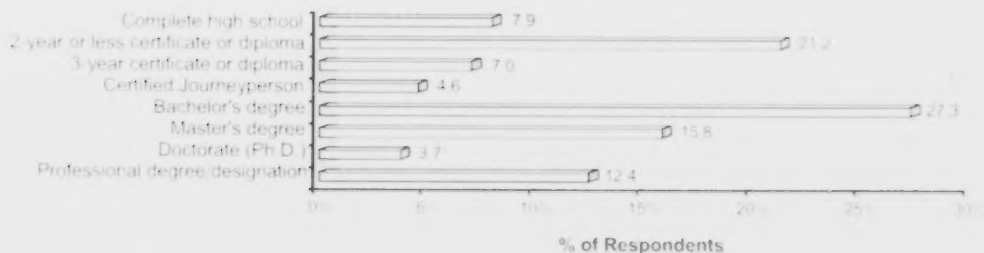
Most respondents expected to obtain a university degree followed closely by a certificate/diploma in two years or less. Over a quarter of the respondents planned to obtain a bachelor's degree, 16% a master's degree, 3.7% a doctorate, and 12% a professional degree/designation (lawyer, dentist, etc.). Only 8% of respondents planned to stop at high school. In addition, 4.6% of respondents planned to become a certified journeyperson.

**Figure 21 – Expectation Regarding Future Studies**

*How far do you expect to go in your future studies?*

**Student Expectation**

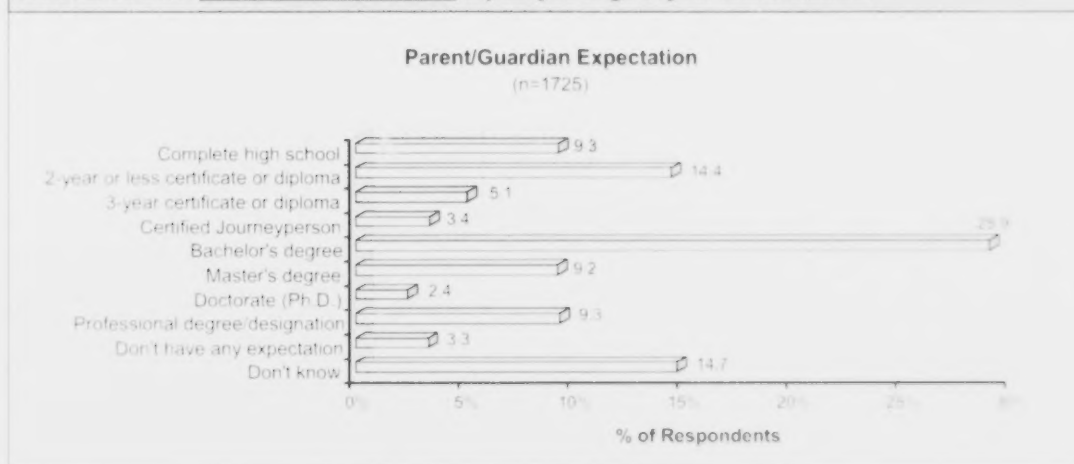
(n=1713)



## Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree and obtaining a certificate / diploma in two years or less were the two most common levels of education expected by parents. These were followed by obtaining a master's degree or a professional degree/designation. Fifteen percent of respondents did not know what their parents expected. It should be noted that only 3.3% of respondents said their parents did not have any expectations regarding their future studies.

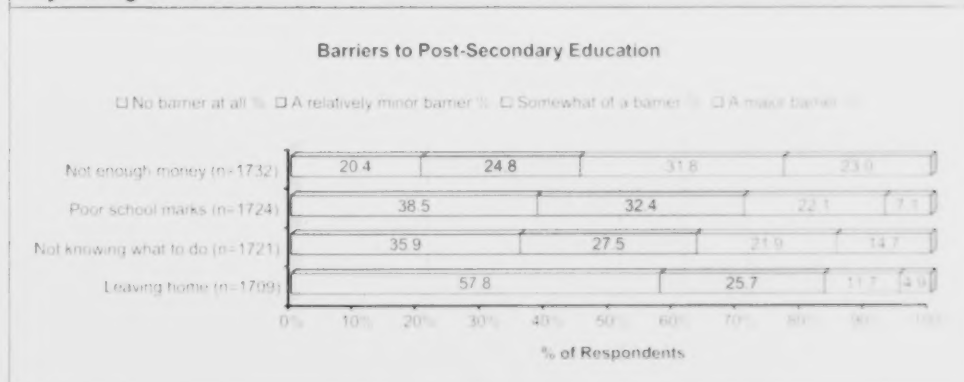
**Figure 22 – Parent/Guardian Expectations Regarding their Child's Future Studies**  
How far do think your parents / guardians expect you to go in your future studies?



## Barriers to Pursuing a Post-Secondary Education

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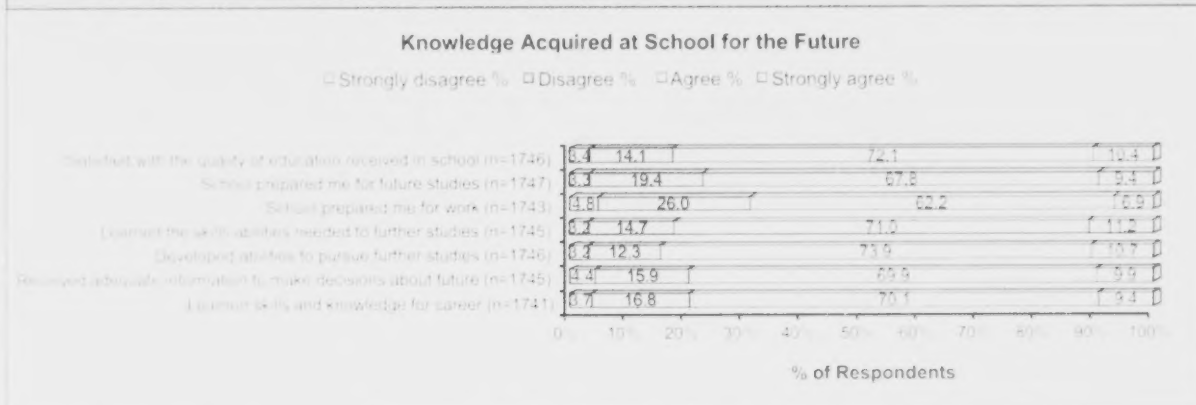
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## Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Over eight respondents out of ten said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. More than three-quarters of respondents believed that school prepared them for post-secondary studies and 69% for work. Lastly, almost 80% of respondents agreed or strongly agreed with the statement that they received adequate information to make decisions about their future.

**Figure 24 – Satisfaction with the Knowledge Acquired at School**

Indicate how you feel about each of the following statements.



## Plans to Stay in the Province

Fifty percent of respondents planned to stay in the province and 31% planned to leave the province but come back in a few years. Only 19% of respondents planned to leave the province with no plan to come back.

## Participation in a Follow-up Survey

Sixty percent of respondents agreed to be contacted for a follow-up survey.

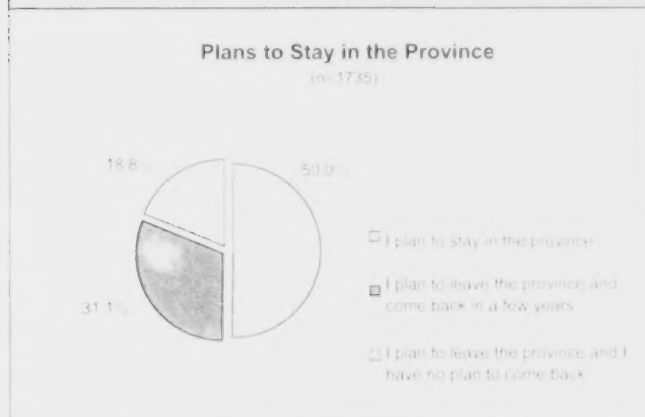
**Table 4 – Participation in a Follow-up Survey**

*In the future, would you agree to be contacted to answer a follow-up survey?*

|     |       |
|-----|-------|
| Yes | 59.6% |
| No  | 40.4% |

**Figure 25 – Plans to Stay in the Province**

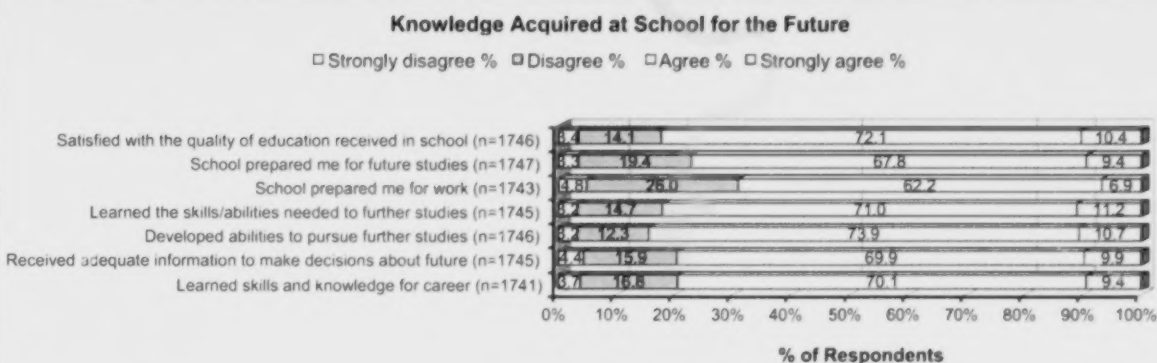
Are you planning to stay in the province in the future?



## Satisfaction with the Knowledge Acquired at School

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**Figure 24 – Satisfaction with the Knowledge Acquired at School**  
Indicate how you feel about each of the following statements:



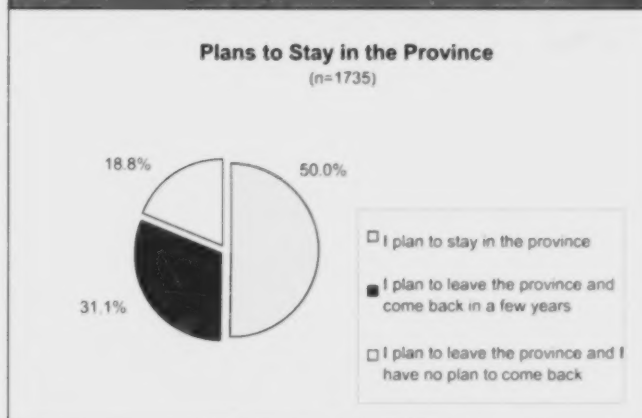
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**Figure 25 – Plans to Stay in the Province**  
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